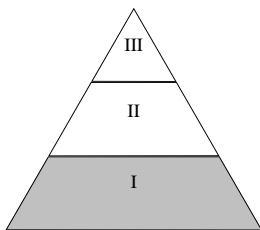


Multi-Tiered System



Tier I: Core Instruction

The purpose of Tier 1 is to provide instruction within the core curriculum and to identify students who are not making satisfactory progress and need additional academic support.

ASSESSMENT

The screening process should be an efficient, effective, systematic method of acquiring and maintaining data on the performance of all students. The screening procedure should include:

- Selection of a screening tool that is reliable and valid;
- Use of multiple data, including, but not limited to medical, social, academic and instructional factors which may impact student learning;
- Use of multiple decision points;
- Sensitivity to cultural and linguistic differences;
- A review of data by the general education teacher of all students;
- Communication of screening results to parents;
- Screening of students a minimum of three (3) times per year (recommended times are fall, winter and spring);
- Comparing screening results to average benchmarks;
- An analysis of effectiveness of core curriculum;
- Identification of students for Tier II interventions based on decision-making rules (approximately lowest 15-20%).

Information
Available at

Aimsweb
<http://www.aimsweb.com/>

INSTRUCTIONAL FOCUS

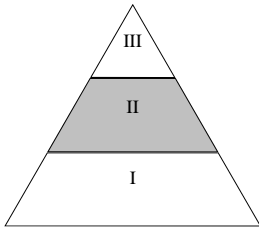
Based upon the screening information, the general education teacher implements SBR instructional strategies and continues to track progress of all students within the core curriculum. If a student, after tracking progress for a specific period of time, fails to make satisfactory progress, the concern is communicated to the school-based Problem Solving Team. Communication to the Team should be based on a review of student performance data. Instructional strategies may include:

- Flexible grouping
- Instruction is differentiated within the core
- Use of SBR instructional strategies;
- Use of SBR instructional programs;
- Alignment of core curriculum to state content standards

Information
Available at

Dibels
<http://dibels.uoregon.edu/>

Tier II: Strategic Interventions



At Tier II, **strategic interventions** are provided to students who are not achieving the desired standards through the core curriculum alone. Tier II typically consists of 10-15% of the student body. Strategic interventions supplement the instruction in the core curriculum provided in Tier I and should be targeted at identified student needs and stated in an intervention plan.

Decisions about selecting the appropriate strategic interventions should be made when a student enters Tier II and then reviewed through progress monitoring at appropriate intervals after interventions are implemented.

ASSESSMENT

At Tier II, progress monitoring involves reviewing existing data of the student's performance and progress using CBM tools. Informal diagnostic data may also be used to determine whether intensive remedial efforts are producing the desired improvements in rate of learning.

- Progress monitoring conducted more frequently than at Tier I, usually occurring at least two times per month as determined by the problem solving team;
- Data gathered through progress monitoring is used by teams to make instructional decisions;
- Instructional decisions are made based on a minimum of four consecutive periods of data collection;
- The problem-solving team will meet when the data shows that the interventions are not effective.

INSTRUCTIONAL FOCUS

In Tier II the time and intensity of instruction increases. Strategic interventions are intended to be short-term in duration (e.g., 9-12 week blocks) and are in place for immediate implementation.

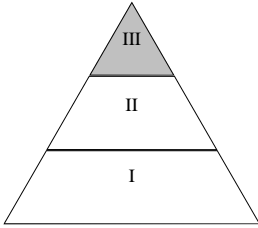
- In addition to instruction in the core curriculum, interventions are generally provided in small groups of three to six students and may occur in the main classroom or in other settings;
- It is recommended that interventions at Tier II consist of three to four sessions per week at 30-60 minutes per session;
- Instruction must be provided by trained staff and supervised by individuals with expertise in the intervention chosen by the decision making team;
- Interventions must be delivered with fidelity;
- Intervention fidelity must be monitored and documented.
- Instruction involves addition of time and supplemental material obtained from the core or alternative curriculum;
- Students may benefit from more than one Tier II intervention cycle. Students who are successful at Tier II may be reintegrated. However, for a small percentage of students, Tier II interventions will not be enough. If a student is not demonstrating progress toward the benchmark after it is determined that Tier II strategic interventions have been implemented with fidelity, the student will require intensive interventions at Tier III.

Information
Available at

Reading First

<http://doe.sd.gov/octa/readingfirst/index.asp>





Tier III - Intensive Interventions

Intensive interventions at Tier III are designed to accelerate a student's rate of learning by increasing the frequency and duration of interventions based on targeted assessments that analyze the lack of responsiveness to the interventions provided at Tier I and Tier II. Students at Tier III are those students who are performing significantly below benchmark and who have not adequately responded to SBR interventions provided at Tier I and Tier II.

ASSESSMENT:

- Progress monitoring at Tier III is completed more frequently, at least on a weekly basis;
- Prior to selecting intensive interventions, targeted assessments for instructional purposes are typically conducted when a student enters Tier III. These assessments use direct measures in addition to analysis of RtI data to provide more in-depth information about a student's instructional needs and are used to identify the student's skill deficits. Targeted assessments may be administered at this time. Targeted assessments may include the use of interviews, observations, error analysis techniques, CBM, and/or other assessment measures;
- Students who are successful at Tier III may be returned to previous tiers. Students who are not successful after multiple Tier III intensive interventions may be considered for a referral for special education evaluation

INSTRUCTIONAL FOCUS:

- Tier III generally serves fewer than 5% of the student body. Intensive interventions are usually delivered individually or in small groups and may occur over an extended period of time. An example of an intervention plan at Tier III may include two 30-minute sessions daily, in addition to the instruction occurring in the student's core curriculum:
 - Interventions must be delivered with fidelity;
 - Intervention fidelity must be monitored and documented;
- For individual students with intensive learning needs, individualized interventions are designed directly from the individual diagnostic information collected. **Note:** Tier III interventions are considered intensive interventions.